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**MONTANA
CAREER EDUCATION**

**RESOURCE
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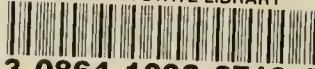
Office of Public Instruction
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INTRODUCTION

The purpose of this document is to provide developers of career education in Montana at state and local levels a selected listing of career education resources for consideration in planning and implementation. This guide is intended by the Office of Public Instruction to be a part of the Montana State Plan for Career Education.

Two basic assumptions underlie Montana's approach to career education. The first is that a responsibility of schools is to prepare students for a successful transition from school to the world outside the classroom. The second recognizes that students who see relationships between what they are asked to do in school and what they will do later in their adult roles as producers, consumers, citizens and family members, will be more motivated to learn.

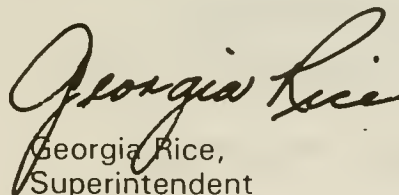
Career education is appropriately defined as "essentially an instructional strategy which extends the academics to the world outside the classroom." It is a concept, an idea, not a program separate from regular instruction. Career education aims to improve the outcomes of education by relating teaching and learning to the concept of career development through the infusion of career education into the existing curriculum. It is a kindergarten through adult effort to create linkages between school and community and to prepare all students for life roles, including work roles, which are satisfying, meaningful and productive.

In preparing this document, the Office of Public Instruction conducted searches and literature reviews designed to identify selected potential resources in seven areas:

1. Career Education Instructional Materials
2. Career Education Programs and Practitioners
3. Career Guidance Resources
4. Career Education Implementation and Planning Guides
5. Community Resources
6. Audiovisual Resources in Career Education
7. Career Education Funding Sources

This document is not intended to be all-inclusive but rather suggests representative materials which are available to assist local districts in developing an appropriate response to the concept of career education. Additional resources can be identified by the Resource Library within the Office of Public Instruction; the Office of Public Instruction's Career Education Consultant, Pat Feeley; and the National Center for Career Education at the University of Montana in Missoula.

Special thanks go to the states of Idaho and Oklahoma whose career education resource guides have been an invaluable aid in preparing this document.



Georgia Rice,
Superintendent
Office of Public Instruction

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SECTION I

ELEMENTARY INSTRUCTIONAL MATERIALS

The resources listed in this section are available from either the Office of Public Instruction or the National Center for Career Education.

The Office of Public Instruction has access to several educational data bases and clearing houses through SMERC (San Mateo Educational Resources Center). Those interested in any of the resources listed here (indicated by a six digit ED number) are encouraged to contact the Career Education Consultant or the Project Exchange Consultant.

A variety of materials, in addition to those listed below, are available through the National Center for Career Education, P. O. Box 7815, Missoula, Montana 59807. Most of these materials are teacher-prepared curriculum units. NCCE materials contained in this section are marked with an asterisk.

1. ED130008 - Career Education Guide: (K-2). Marla Peterson and Others, Eastern Illinois University, Charleston.

This guide contains a section for each of the K-2 levels (Readiness, First Experience Level, and Second Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts), and the Career Development Areas (with both developmental and interacting dimensions).

2. ED143806 - Occupational Education Coordinators' Handbook: K-3. Eastern Illinois University, Charleston.

The first of a three-volume set, this handbook provides direction to K-3 educators for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula.

3. ED114707 - Exploring the World of Work. Ohio State University, Columbus.

The teachers guide, for use at the levels of grades 2 and 3, provides an introduction to a wide variety of occupations. Its purpose is to expand student awareness of both goods producing occupations and service occupations within the community. It focuses on the distinction between goods and services, the concepts of occupational area and specialization, job preparation, personal needs and life styles and their relation to work, the function of work in meeting community needs, volunteer workers in the community, and finally, the influence of geographic area on occupations.

4. ED114706 - People Who Work with Animals. Ohio State University, Columbus.

The purpose of the teacher's guide is to provide the primary student with an awareness of the numerous careers available to people who want to work with animals and to increase knowledge about and interest in those associated with commercial pet establishments, zoos, conservation, and health areas. The topics covered include animals and their environment, learning about those who work with animals, applying knowledge about animals in the classroom, and responsibilities of people who work with animals.

5. ED114692 - Myself and Others at Home and School. Ohio State University, Columbus.

Within the context of family and school, students in primary grades are encouraged to deal with an expanded idea of self. The learning experiences in the teacher's guide are designed to help this self become aware of its involvement in an institution called family, and of many different roles played by family members to achieve a variety of goals. Interdependency and responsibility are explored. These basic concepts are then applied to another familiar institution--the school.

6. ED114466 - Teacher Guide for Increasing the Career Awareness of Primary School Children: Grades 1-3. Pleasant Hill (Oregon) School District.

The career awareness curriculum guide for grades 1-3 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on art is suitable for use with all three grades.

7. ED105258 - What Do Workers Do?: Second Grade. Beverly A. Cooper, Arizona State Department of Education, Phoenix.

The second grade instructional unit, part of a grade school level career education series, is designed to assist learners in relating present experiences to past and future ones. The unit's primary intent is to help the learner to understand that tasks performed in the home, at work, and in school are related to the interest, aptitude, and training of the individual performing these tasks. The 10-hour unit relates to the social studies areas primarily, but also provides language, math, and art experiences for both group and individual instruction.

8. ED112189 - Readin', Writin', and Relevance: An Instructional Unit: The Three R's - Plus Career Education. Pat Washburn and Douglas W. Scott, Arizona State Department of Education, Phoenix.

This career education unit is designed to provide 8 hours and 55 minutes of instructional time for learners. The major emphasis of the unit stresses the relationship between the school environment and society, and the need for structure and order in each. The major topics included in the unit focus on an interdisciplinary approach with activities relating closely to art, social studies, and language arts.

9. ED142779 - Career Education Resource Units: Grade 3. Newark School District, Delaware.

The units contained in this guide are intended primarily as resource materials to assist grade 3 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. There are 2 units relating to language arts (covering letterwriting and newspapers), 21 units relating to social studies (covering self-awareness, the community, the school, transportation, the environment, and the family), 6 science-related units (covering marine occupations, conservation, electricity, nutrition, photography, and water), and 1 unit relating to mathematics (money).

10. ED118962 - Career Education Activity Kit, 3-4. Witchita Public Schools, Kansas.

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 3-4 is presented in the document. The CEAK information sheets are presented for three subject areas: language arts (31 activities), mathematics (five activities), and social studies (10 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation.

11. *What's In A Foot? Joanne Foyle, BOCES, Pueblo, Colorado.

This unit is designed to help the student with measurements. Contents include pre and post quiz, student evaluation, and 3 learning activities. Activities include measuring inches and feet with a ruler, construction, and measuring parts of a house.

12. *The Grocer and the Community. P. McKay, BOCES, Pueblo, Colorado.

Through this unit children will develop an awareness for the need to identify coins, strengthen the understanding of making change, and become aware of the vastness of produce available and how the grocer fits into the community. Contents include 11 activities dealing with making change, math-money games, game playing, scrapbook making, resource person lectures, field trips, and thank you letters.

13. *Basic Measurement and Related Careers (Levels A & B). Ohio State University, Columbus.

This unit lists strategies and student objectives to instill the ideas of time, weight, money and length measures in a meaningful way to students. The activities relate the importance of mathematics and measurements in various careers. This unit teaches children the basic concepts of measurements of time, weight, money, and length. By means of using posters, worksheets, discussion, role-play and other student activities.

14. *Teacher-Developed Curriculum Module - Combining Basic Learner Outcomes for Career Education and Existing Curriculum in Grades K Through 3. Texas Education Agency, Austin, Texas.

This book consists of learning modules which are teacher-evolved lesson plans incorporating one career education concept per module into a small segment of a subject, a series of student learning activities accompanied by instructional resources and an evaluation statement. Unit titles include: (K) Numerals 0-9; coins and coin value; matching numerals; (first grade) telling time; using money; working with sets; comparative skills, linear measurement; (second grade) linear measurement; liquid measurement; (third grade) money; weight measurement; subtraction; telling time; calendar.

15. *The Supermarket. Ohio State University, Columbus.

This unit contains the following learning experience sets: 1) Introduction to the supermarket. 2) Supermarket departments. 3) Supermarket workers. 4) Supermarket tools and equipment. 5) Supermarket suppliers. 6) Consumer skills in the supermarket. By means of class discussion, games, projects, field trips, interviews, and role playing, students learn occupational opportunities which exist in the supermarket.

16. ED130009 - Career Education Guide: (3-4). Marla Peterson and Others, Eastern Illinois University, Charleston.

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 3-4 levels (Third Experience Level and Fourth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions).

17. ED143805 - Occupational Education Coordinators' Handbook: 4-6. Eastern Illinois University, Charleston.

The second of a three-volume set, this handbook provides direction to teachers of grades 4-6 for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula.

18. ED1147111 - Working with Trees. Ohio State University, Columbus.

The learning experiences in the teacher's guide are designed to aid primary students in developing an awareness of the personal and social value of work and of the variety of tree-related occupations. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities.

19. *Television Careers in Communication and Media. Cobb County Schools, Marietta, Georgia.

This unit has been designed to help students learn basic principles of television as a means of communications and the influence of TV on the community. Information and activities include: learning the structure and functions of television and how it relates to the community, making graphic representations of the television processes; using mathematics to figure advertising and program times and costs; studying the types of programs and the various talents and careers needed to produce each type; studying the history of communication; and studying the technical aspects of television.

20. *Mass Media & the Newspaper. Candace Justice and Denise Turner, et al., BOCES, Pueblo, Colorado.

This unit, through several experiences associated with mass media, will enable each student to learn about the mass media field and its many careers. Contents by section are: mass media, radio, TV, newspaper; function and production of the newspaper; and newspaper, the living textbook.

21. *The Geological Sciences, A Careerpac. John Padilla and Peter C. Koenig, BOCES, Pueblo, Colorado.

The purpose of this careerpac is to develop in the students an interest in their natural surroundings. From this it is hoped that students will develop a critical or analytical attitude; have the possibility to develop a hobby and to explore the possibilities of a career in the geological sciences.

22. *The Honey Bee. Don Dittmar and Bill Griffin, et al., BOCES, Pueblo, Colorado.

This unit is designed to show students in a meaningful way, the values of the insect world in relationship to people through observation and actual participation. It also demonstrates vocations, as well as avocations, relating directly or indirectly to the insect world.

23. *The Journey of a Raindrop/Careers in Environmental Control. Barbara D. Ambrose, Cobb County Public Schools, Marietta, Georgia.

In this unit students will have a panel discussion on why water is so necessary to our everyday life, listen to resource people and go on field trips. They will write stories and poems about water, read books and give oral reports. Students will role play "I am a Raindrop," make a chart listing the length of the ten largest rivers in the world, write captions for posters, make a bulletin board showing water cycle and river transportation, draw pictures of swamps, canals, and falls and make posters illustrating a topic concerning water.

24. *Living Skills. Palm Beach County Schools, Palm Beach County, Florida.

This unit covers the ability to cope with the structure and expectations of society, both as an individual and as a member of a group. Included are information, questions and activities about: society's expectations of one's self; learning to be responsible for one's actions; defining role expectations as viewed by home, school and community; defining group expectations and responsibilities; rules and laws and why they are necessary; becoming aware of problems and choices when they are faced with conflicts; the value of sharing common goals and defining consequences of some actions.

25. *Sailing with Sales. Connie Rasmussen and Raymond J. Polvani, et al., Arizona Department of Education, Phoenix.

This instructional unit is a suggested procedure, in seven lessons, to help learners understand principles related to economics. Five major concepts and nine performance objectives are addressed in this unit. Instructional strategies include questioning, discussion, research, poster designing, and budget preparation. Instructional sequence is: 1) supply and demand; 2) items that maintain a high value; 3) seasonal tourist attractions; 4) seasonal and fluctuating products; 5) principles of budgeting; 6) saving money; 7) investment possibilities.

26. *Homesteading. Christopher Hagar. National Center for Career Education, Missoula, Montana.

This unit combines a study of local history with a study of the occupations needed to sustain a community. The student will construct an imaginary community using the historical matrix of homesteading. Students will interview local officials via the telephone, report on interviews and have class discussion. The class will hold a mock election to elect local officials and will start a bank to loan money. For each year's financial activities, the student will complete an income/expense balance sheet. Students will grow wheat /grass seeds under various experimental conditions.

27. *The Surveyor. Julie Squires, Provo School District, Provo, Utah.

This material contains eight sections: Where and why surveying started; types of surveyors and surveys; major categories of surveyors' responsibilities; math in surveying; instruments of a surveyor (transit, rod and target); survey plot of ground; survey area of student's choice; suggested vocabulary.

28. ED130010 - Career Education Guide: (5-6). Marla Peterson and Others, Eastern Illinois University, Charleston.

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 5-6 levels (Fifth Experience Level and Sixth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions).

29. *From Barter to Banking. Provo School District, Provo, Utah.

Activity topics are: Barter, money, and journey of a check. The suggested activities in this guide will help students: Understand why and how people use money; learn about the history of our money system; practice savings account and check writing procedures; learn the functions of money; discuss the services of a bank; conduct interviews with officials of a local bank; and take a field trip to a bank.

30. *America and Apple Pie. Frank D. Wraught, National Center for Career Education, Missoula, Montana.

Students will: Make an apple pie, converting some or all measures to metric units, make a poster advertising an apple pie; write a paragraph describing an apple pie to someone; research the American custom of apple pie, report on it and other customs of their choice; trace the ingredients of apple pie back to their source and have a class discussion about why people need to be clean, especially when cooking.

31. *City Government in Action. Ruth Waetzig and Carol Livingston, Great Falls Public Schools, Montana.

In this unit students will listen to city manager, commissioners, campaign managers, representative of League of Women Voters, Republican and Democratic party members and election teller. Activities include discussing city government occupations; going on field trip to court in session; making scrapbooks or bulletin boards showing city careers in action; writing and presenting courtroom dramas; holding mock elections and then conducting administrative and judicial business.

32. *Basic Measurement and Related Careers. Ohio State University, Columbus, Ohio.

This teacher's guide is aimed at fostering student self-awareness and the knowledge base and skills concerning basic measurement, and extending the knowledge of length and area into the world of work. It is intended to acquaint students with the idea that measurements are obtained by comparisons, and to help them understand the application of measurement tools in existing work situations.

33. *Plants - Careers in Agriculture and Natural Resources. Cobb County Public Schools, Marietta, Georgia.

This unit has been designed to assist the instructor when implementing a program on agriculture in the classroom and to make the students aware of the occupational opportunities which exist in this field. Methods include field trips, hands on activities, discussions, viewing films, research, resource persons, dramatizations and reports.

34. *The Earth, A Great Depository - Careers in Natural Resources Project Information. Cobb County Public Schools, Marietta, Georgia.

This unit informs students about the earth and its mineral supplies, careers allied with the earth and its uses, and how to use the scientific method. Subject matter includes information on types of rocks, mineral clusters, Moh's scale, chemicals in rocks, colors of rocks and a vocabulary list. Also provided is a list of careers in the minerals field, with qualifications and duties.

35. *Aerospace Industry. Ruth Hull, Cobb County Public Schools, Marietta, Georgia.

This unit has been designed to assist the instructor when implementing an aeronautics unit in the classroom by making the students aware of the various aspects of the aerospace industry and of the occupational opportunities which exist in this field.

36. ED131211 - Career Education: Learning with a Purpose (Elementary 5-6). State Fair Community College, Sedalia, Missouri.

Designed to supplement the existing curriculum at the fifth and sixth grade levels, this curriculum guide contains activities for the following subject areas: Social studies, math, fine arts, science, and language arts. Each subject area includes units of study which provide information on career related activities, resources, and evaluation/outcomes.

37. *Machines and Engines. Radford City Schools, Radford, Virginia.

This unit has been designed to assist the teacher in implementing a program on people and machines. Students investigate the tools and/or machines their parents use at work and at home, and also use of hand tools and kitchen appliances. Students also research other more complex machines, and discuss how they are used and how they were developed.

38. *Zoology - Careers in Environmental Maintenance and Control. Cobb County Public Schools, Marietta, Georgia.

This unit has been designed to assist the instructor in implementing a zoology course by showing students the occupational opportunities in the field of zoology. Information is given about the animal kingdom and jobs in the field of zoology. Activities fit into the subject areas of language arts, mathematics, social studies, history, science and art. Students are encouraged to work on individual or small group activities, such as building a bird house or feeder, stocking an aquarium or terrarium, making ant colonies, or building hamster cages.

39. *Stock Market Simulation for Sixth Grade. School District Number 1, Helena, Montana.

The objective of this unit is to involve sixth graders in an approach to total education through the stock market simulation. Students will have practice in decision making through use of active participation according to their individual capabilities. This simulation game stimulates self-evaluation by students in terms of likes, dislikes, strengths and weaknesses through the buying and selling of stock, depositing and withdrawing money from a bank, and decision making. Each student, by being assigned a role either as an investor, broker, or banker, will gain personal insight into that job.

40. ED107925 - Elementary Career Education Units for Integration in Subject Areas at Grades Kindergarten through Six. Lorraine P. Bell, Memphis City School System, Tennessee.

Units in the curriculum guide are presented in two sections, K-3 and 4-6, and emphasize hands-on activities, role-playing, resource persons, field trips, and classroom career corners. Organized on the career cluster concept, the K-3 units cover self-concept, home and family, familiar community occupations, zoo animals, travel, school, and the hospital. Transportation, communications, health, and merchandising and distribution are covered in the fourth through sixth grade section.

41. *Curriculum Activities for Relevant Education, K-8, CARE. LaMesa - Spring Valley School District, LaMesa, California.

This activity guide provides specific strategies for infusing career education into the regular school curriculum. Activities are grouped according to grade level(s). Each activity is indexed to specific career education concepts.

42. ED127454 - Learning Stations: A Dynamic Approach to Career Education. Judith L. Morris, New Jersey State Department of Education, Trenton.

This curriculum guide presents career education material in the form of learning stations, containing individualized, independent skill--or content--oriented activities. The 42 stations are designed for and grouped under Science and Social Studies (9), Language Arts (7), Mathematics (6), Social Values (7), and Miscellaneous (13).

43. ED142782 - Career Education Resource Units: Grade: Special Programs. Newark School District, Delaware.

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers.

44. ED133468 - Career Education Activities for Subject Area Teachers, Grades 1 through 6. Jane Lawson and Peter Finn, National Institute of Education (DHEW), Washington, D. C.

This is a resource book which can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses. It is divided into three sections, Introduction, Activities and Instructions, and Resources.

45. *Career Motivation Curriculum Supplement for K-Grade 6.
Ohio Department of Education, Columbus.

This "supplement" provides actual lessons and units developed in career development programs throughout the state of Ohio. There is a variety of format ranging from single lessons to mini units to complete units. There are numerous units dealing with nearly all aspects of the elementary school curriculum.

46. *Natural Resources and Career Awareness. George C. Ward.
Pennsylvania State University, University Park.

The first section of the book (for K-2) explores the world of the child and the second section (for 3-4) relates living things to the use of natural resources. Section 3 gives more specific information and more interrelationships for grades 5 and 6. Activities cover many areas and levels from using the five senses to learn about the world, to identifying and classifying minerals and rocks.

SECTION II

JUNIOR HIGH INSTRUCTIONAL MATERIALS

The resources listed in this section are available from either the Office of Public Instruction or the National Center for Career Education.

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A variety of materials, in addition to those listed below, are available through the National Center for Career Education, P. O. Box 7815, Missoula, Montana 59807. Most of these materials are teacher-prepared curriculum units. NCCE materials contained in this section are marked with an asterisk.

ENGLISH/LANGUAGE ARTS

1. ED112080 - English Resource Guide: Grades 7-9. Colorado State University, Ft. Collins.

The 20 resource English units which comprise the guide for grades seven-nine are designed to supplement regular instructional materials and are intended for use as enrichment materials to use as reinforcement exercises after regular English units have been taught. The purpose of the guide is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of English is important in everyday work life.

2. ED107822 - Career Activities in Language Arts: Grades 7, 8, 9.
Boise City Independent School District, Idaho.

The career activities guide in language arts is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and natural resources; marine science; marketing and distribution; construction; miscellaneous activities.

3. ED118736 - Career Education English: Units for Career Exploration in Sixth, Seventh or Eighth Grade. Mary Robinson, Oklahoma State Department of Education, 1515 West Sixth, Stillwater, Oklahoma.

The guide, designed for sixth, seventh, or eighth grade teachers and students presents six English instructional units for career exploration related to the occupational clusters: transportation, communication (2), manufacturing, health, and business and office occupations. The units deal specifically with: the world of travel, the world of advertising, the motion picture industry, oral communication, health services, and personnel administration.

4. *Career Activities in Language Arts - Grade 7, 8, 9 (C).
Independent School District of Boise City, Boise, Idaho.

This unit uses activities to teach about various occupations. Activity areas include: symbolism; brand names; consumer awareness; reading; description (adjectives, adverbs); sequence of events; speaking while demonstrating organization; the use of descriptive language; filling out forms with actual information; communication methods; following directions; using and ordering from a catalog; concise writing to increase reader understanding; choice of words; punctuation; spelling; grammar; main point of articles; journalism jargon; abstract thinking; vocabulary; writing business letters; analysis of points of interest; filling out forms; following directions; research techniques; decision making; self development; behavior change; and transferring information to and from forms.

5. ED095389 - Communication Skills for Career Education: Junior High/Middle Schools. Washington State Coordinating Council for Occupational Education, Olympia.

The teacher-developed guide attempts to establish a student-centered learning environment for the development of languaging capabilities through information and insights for students about themselves and the world of work. The flexibly arranged materials can be used as a one-semester course or as separate objectives and units within existing language arts courses.

6. ED106631 - Career Development Guides: Situational English. Jeanette D. Appel, University City School District, Mo.

The guide provides lesson plans for a 12-week situational English course geared toward career development at the junior high school level. Activities include job explorations, interviews, speeches, lifestyle profiles, and special projects. Unit topics cover such things as career clusters, career profile diaries, leisure time activities, employee-employer relationships, reasons for working, personal preferences and dislikes, governmental structures, listening attitudes, oral and written skills used in business, and lifestyles of various careers.

7. *How to Speak Up - And Get Away With It. Shirley A. Johnson, Great Falls Public Schools, Great Falls, Montana.

The purpose of this guide is to interest students in speech and to encourage them to participate in speech activities. Outlines of the unit include orientation to the course, analysis of good speaking techniques, preparation of a speech, exploration of opportunities in speech, special uses of speaking ability and application of speech skills to everyday life.

8. *Language Arts and Self and Career Awareness. Milpitas Unified School District, Milpitas, California.

Students will read stories, write essays and have class discussions on success; assess their values, interests, and abilities; understand abbreviated terms in want ads; describe in oral and written form career possibilities, talents, abilities, and life styles required; make posters portraying jobs; explore male and female stereotypes; complete creative writing samples e.g., poems, short stories, essays; identify leisure time interests; tell in writing the relationships of English to office occupations; write business letters; and prepare a career notebook.

9. ED107761 - English Unit: Ninth Grade. Janet Germann and Others. White Bear Lake Independent School District 624, Minn.

The guide is an independent study unit on careers for use in the ninth grade English curriculum. It provides detailed instructions, illustrated with sample forms, for: applying for a social security card, completing an application for employment, job hunting, writing a resume, and taking an interview.

MATHEMATICS

10. *Career Activities in Mathematics. George Washburn, et al.
Boise Independent School District, Boise, Idaho.

Students will complete activities in all USOE occupational clusters. Some of these activities are: modifying recipes for larger or smaller groups, using equations to determine electrical resistance; using accurate measurements to make working drawings; measuring and drawing diagrams on graph paper, constructing and drawing geometric figures using metric measurements, measuring directions and distance for flight plans; studying navigational measurements; and discussing and measuring volume (concrete).

11. *Investigation and Decision Making - Mathematics (Rational Numbers). Joe Byers and Jon Gaver, et al., Career Education Project, Maryland.

This unit stresses the importance of fractions in the fields of carpentry and electronics. Activities include figuring measurements used in carpentry, plumbing, electricians' work, the lumber industry, sheet metal layouts, transportation industry, auto repair, and brick laying.

12. *Investigation and Decision Making - Mathematics (Ratios and Proportions). Joe Byers and Jon Gaver, et al., Career Education Project, Maryland.

This unit tells why ratios and proportion are important to the construction industry. Exercises in computing percentages in the following areas are given: sales tax, interest rates in finances, tipping, credit buying, discounts, business profits, retailing profits and computing statistical data on availability of occupations.

13. *Investigation and Decision Making - Mathematics. Joel Byers and Jon Gaver, et al., Career Education Project Maryland.

This unit includes exercises in finding area and volume, learning the metric system and surveying. Research is suggested into jobs that use these skills. Activities include drawing building plans; figuring costs by using unit labor costs and areas, finding costs per square foot for various types of buildings; measuring and figuring the capacity of such things as garbage cans; learning the metric system and the places where it is used; researching jobs where a knowledge of probability is needed and researching and discussing engineering occupations.

14. *Math - Occupations That Use It. WACOP Media Center, Glendale, Arizona.

This unit shows that all jobs have a need for mathematics; acquaints the student with the need for mathematics in everyday life; shows relationship between subject matter and jobs.

15. *Career Activities in Tourism. WACOP Media Center, Glendale, Arizona.

This unit introduces students to careers in tourism and provides them with opportunities to develop their planning skills. Math objectives include students' competence in money conversion, time zone factors, map reading, sample equations, sequencing, and writing deductive proofs.

SCIENCE

16. *Career Exploration in the Physical Sciences. Ohio State University, Columbus.

After becoming familiar with some of the occupations in the physical sciences, the students learn about various instruments and tools commonly used in this field. They perform experiments which might be conducted by chemists, physicists, meteorologists and/or electricians.

17. *Man and Nature - Middle School Unit. Robert L. Strayer, Mad River Green Local Career Education Curriculum, Springfield, Ohio.

The activities in this unit include: Discussion of items needed to survive a major disaster such as fire or flood; definition of wants and needs; tracing items related to food, clothing or shelter in their production, and interviewing workers.

18. *Career Related Science Units Teacher Edition (A). John Zupher, Gary Engstrom, and Dan Morton, Roseville Junior High School District, Roseville, Minnesota.

The following modules are included: Predicting seed germination; bacteria in milk; predicting inherited characteristics in animals; mineral requirements of plants; soil testing; how does depth of seed planting affect a young plant?; wild life census taking I - capture, recapture method; wild life census taking II - sight count method; autoradiography I - Technique for making pictures with radiation; autoradiography II - using plants; autoradiography III - using animals; the effects of radiation on plants - seeds; soil microorganisms I - bacteria; soil microorganisms II - soil amoeba; and soil microorganisms III - soil pollution. Lists of material and equipment needed are included in each module, and suggestions are included in the teacher's supplements.

19. *Career Related Science Units - Teacher Edition (1). John Zupher, Gary Engstrom and Dan Morton, Roseville Junior High School District, Roseville, Minnesota.

Activities in this unit are intended to help students learn about various workers' roles. Activity areas cover: preparation of solutions; rate of heartbeat; diagnosing sick animals; classifying and labeling human teeth; plastic models of teeth and gums; body temperatures; bacteria and mold culture growth; blood smears; blood pressure; tests of tooth pastes, powders and stains; microscopes, electrosopes and cloud chambers.

20. *Investigation and Decision Making - (Science). Career Education Project, Maryland.

The purpose of this unit is to explore the world of work through activities designed for use in science. Unit titles are: astronomy, chemistry, communications, ecology, energy (electricity, light, nuclear, sound), fluid pressure, geology, living things (general, plant life, animals, structures and functions of man), simple machines, and weather.

SOCIAL STUDIES

21. *Nineteenth Century Europe and the Industrial Revolution. Marc J. Delamater, Colstrip High School, Colstrip, Montana.

Unit will acquaint the student with the geographic, economic, political, cultural, and ethnic influences that have been instrumental in determining their lifestyles. The 19th century industrial revolution is the basis for an overall exploration of modern life. Areas explored include job safety, new products, assembly line techniques, preparation for jobs, community job opportunities, job interviews, medical and scientific advancements, family life, consumer pricing, capitalism, women in the equal rights struggle, agricultural advancements, role of labor unions and collective bargaining.

22. *Then and Now (Modern American Life - Styles). Richard Armenta, and Louis Casillas, et al., Arizona Department of Education, Phoenix.

This unit explores the life - styles of the American people of the 1970's. Five areas are covered - manufacturing, education, recreation, health and farming.

23. *Then and Now (Products and Workers). Richard Armenta and Louis Casillas, et al., Arizona Department of Education, Phoenix.

This unit explores products available in the 1970's, compares the list with products available in the 16th century, and stresses the complexity of product manufacture in the United States.

24. *Behavioral Objectives and Learning Activities for Eighth Grade Social Studies. Mark Bryan, NCEBOCS, Longmont, Colorado.

The purpose of this guide is to show that productive effort instills pride and self respect in an individual; cooperating with others is an essential aspect of life; decision making is a continuing process; personal satisfaction contributes to one's physical and mental health; personal growth is dependent upon accepting responsibility; creative environment stimulates great personal and social growth; all forms of work are essential in society; each family member has responsibility within the family unit; responsibility is inherent in citizenship and that a variety of useful services are available within the community.

25. *Career Development: The Family - Home - Community Project. Joel Boyle and Steven Frantz et al., Robbinsdale Area Schools, Robbinsdale, Minnesota 55422.

This unit suggests a simulated community game in which the students buy and sell property, make political and social decisions affecting other people.

26. *Career Development The Family Model - Community Project. Joel Boyle and Mary Shasky et al.

This unit develops a family model to which a student may relate. The two major concerns will be for the family to live within its means and for the members to be able to communicate effectively among themselves. Contents include objectives, setting up a family model, community model, and activities.

27. *Economic and Consumer Education. Monterey Peninsula Unified School District, Monterey, California.

Topics in this unit are: The consumer - life styles, consumer resources, decision making; consumers in the market place - consumer earning, consumer spending, consumer saving, consumer borrowing, the consumer and the community - the consumer in the economy, community services, consumer rights and protection, the consumer and the law, the consumer and the environment, the consumer and the media.

28. ED112081 - Social Studies Resource Guide; Grades 7-9. Colorado State University, Fort Collins.

The purpose of the six units in the seventh-ninth grade curriculum guide is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings.

FINE ARTS/HUMANITIES

29. ED089006 - Fine Arts and Humanities: Grade 7. Olivia H. Calhoun, District of Columbia Public Schools, Washington, D. C.

A curriculum guide for Grade 7, the document is devoted to the occupational cluster "Fine Arts and Humanities." It is divided into five units: drama and literature, music, dance, art, and crafts.

FOREIGN LANGUAGE

30. ED133994 - Foreign Language Exploratory (French, German, Spanish), (6-8), Resource Guide and Handbook. Dora F. Kennedy and Others, Prince George's County Board of Education, Upper Marlboro, Md.

The guide focuses on a rationale for exploratory foreign language courses in middle or junior high school, and on the goals and objectives for such courses. Various possible models of organization are presented as aids to administrators contemplating establishing such a course. Suggested basic linguistic cultural content is presented for the exploration of French, German, and Spanish.

HOME ECONOMICS

31. ED145121 - Middle School Resource Unit, Exploring Your World. Barbara W. Hash, Clemson University, Clemson, South Carolina.

Adaptable to the regular home economics curriculum for the middle school (grades 7, 8, and 9), these resource units are designed to actively involve the student in learning activities and provide hands-on experiences. Three units of instruction are included and focus on the following topics: food; self, family, friends, and careers; and personal appearance.

32. *Comparative Food Shopping. Kathy Abrahamson and Charles Carter, et al. BOCES, Pueblo, Colorado.

The purpose of this unit is to expose the students to the field of comparative food marketing in order that they may become more self-sufficient members of the community as food consumers and become aware of career opportunities in the field of food marketing.

INDUSTRIAL ARTS

33. ED134699 - Career Exploration/Industrial Arts (Student Managed Learning), An Adopter's Guide Referenced in "Promising Practices in Oregon Education, 1975." Dwight W. Fairbanks, Albany Union High School, Albany, Oregon.

The Career Exploration/Industrial Arts program guide is based on experiences at two Oregon junior high schools. The program is unique in two respects: the learning is student managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas.

NATIVE AMERICAN STUDIES

34. ED147604 - Native American Career Education Unit, Planning. Far West Lab. for Educational Research and Development, San Francisco, California.

This unit is intended to introduce Indian junior high school students to the concept of planning and help them see its relevance and importance to their daily lives, their group work, and their possible career choices.

35. ED147597 - Native American Career Education Unit, Cooperation. Far West Lab. for Educational Research and Development, San Francisco, Calif.

This unit is intended to help Indian junior high school students develop cooperative group interaction skills, particularly those needed to resolve group conflicts, and to realize the importance of understanding values. Focus is on the subject areas of social development and health.

36. ED147596 - Native American Career Education Unit, Part of the Whole World. Far West Lab. for Educational Research and Development, San Francisco, California.

This unit is intended to make Native American junior high school students aware of cooperative skills and of the cultural and economic context within which careers exist. Focus is on the subject areas of social development and health.

PHYSICAL EDUCATION

37. ED107778 - A Career in Physical Education: Grade 8 Daily Physical Education, Career Development Project. Luther A. Maufas, University City School District, Mo.

The grade 8 curriculum guide contains four lessons covering the career preparation knowledge, skills, and self-knowledge domains and is designed to introduce students to careers in physical education. Each lesson includes a goal, performance objective, activities and outcome measure. The overall goal is for the students to acquire knowledge of specific career opportunities in physical education.

GENERAL

38. ED116004 - Career Education Programs: Grades 7 and 8. Jerry Prosek and Others. Pulaski School District, Wis.

The Pulaski Community Schools have developed a career education curriculum that involves seventh and eighth graders in a year-long study of health, industrial arts, and business education.

39. ED133469 - Career Education Activities for Subject Area Teachers, Grades 6 through 9. Peter Finn and Jane Lawson, Abt Publications, Cambridge, Massachusetts.

This resource book can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses. Activities and Instruction, covering the majority of the document, presents career education activities for each of eight subject areas: Social studies (10 activities), art (2 activities), health (4 activities), foreign languages (2 activities), English (10 activities), mathematics (10 activities), science (10 activities), and physical education (2 activities)

40. ED136061 - Planning for Career Education, Grades 7-9. Phil Burkhart, Pocatello School District #25, Idaho.

This guide describes a program designed to assist local school leaders in developing a career exploration program for grades 7-9. The 14 teaching units cover art, drafting, earth science, English, guidance and counseling, health and life science, home economics, industrial arts, mathematics, music, physical education, social studies, speech, and typing.

41. ED143804 - Occupational Education Coordinator's Handbook: 7-8.
Eastern Illinois Univ., Charleston.

The third of a three-volume set, this handbook provides direction to teachers of grades 7 and 8 for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science.

42. ED131210 - Career Education: Learning with a Purpose, Junior High/Secondary Guide. State Fair Community College, Sedalia, Mo.

Designed to supplement the existing curriculum at the junior high (grades 7-9) and secondary (grades 10-12) levels, this curriculum guide contains curriculum units to be used as models for fusing career education into the following areas: English, mathematics, science, and social studies (junior high); business, communications, French, home economics, mathematics, music, science, and social studies (secondary).

43. ED142783 - Career Education Resource Units, Middle School: Vol. I and Vol. II. Newark School District, Del.

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying education objectives. There are 8 units relating to mathematics, 9 science-related units, 19 units relating to social studies, 2 units relating to language arts, and 1 unit relating to health and physical education.

44. *Teacher-Developed Curriculum Modules from Selected Regions of Texas. Partners in Career Education, Arlington, Texas.

This unit has activities in the areas of man as a social animal, photosynthesis, human anatomy, bacteria and viruses.

45. *Secondary Career Education Activities (Junior High).
Radford City Schools, Radford, Virginia.

The purpose of this unit is to show that language arts play an important part in many careers such as medical research, advertising, broadcasting, construction, communications, publishing, and writing.

SECTION III

SENIOR HIGH INSTRUCTIONAL MATERIALS

The resources listed in this section are available from either the Office of Public Instruction or the National Center for Career Education.

The Office of Public Instruction has access to several educational data bases and clearing houses through SMERC (San Mateo Educational Resources Center). Those interested in any of the resources listed here (indicated by a six digit ED number) are encouraged to contact the Career Education Consultant or the Project Exchange Consultant.

A variety of materials, in addition to those listed below, are available through the National Center for Career Education, P. O. 7815, Missoula, Montana 59807. Most of these materials are teacher-prepared curriculum units. NCCE materials contained in this section are marked with an asterisk.

ENGLISH/LANGUAGE ARTS

1. ED120538 - English Resource Guide with Emphasis on Career Education. Resource Guide for Secondary Teachers of English. Drusilla Balkham and Others, Louisiana State Department of Education, Baton Rouge.

The resource guide for language arts teachers at the secondary level attempts to provide continuous progress through individualized instruction and the integration of career education with curriculum concepts. Careers related to English and language arts are listed. The units are organized according to the major topics of: literature, composition, language development, humanities, and media and film.

2. *Curriculum Guide: Language Arts and Career Education, Grades 9-12. Career Education Project, Cashmere, Washington.

This guide lists program goals, performance objectives, sample activities, and resources which might be utilized to infuse career education into the language arts curriculum.

3. ED137612 - Exploring Writing Careers. A Student Guidebook.
Mary Lewis Hansen, Superintendent of Documents, U. S. Government Printing
Office, Washington, D. C.

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of writing careers presents information on specific occupations in four different career areas: creative writers, editors, business occupations, and educators about writing.

4. *Career Education Activities for Subject Area Teachers - Grades 9 through 12 (English). John Masci and Jim Brown, et al., Abt Publications, Cambridge, Massachusetts.

This unit is designed to motivate students by studying careers related to language arts. Methods include: judging, designing, writing, experiencing in common, script - writing, role-playing, group discussions and debating.

5. ED107895 - Secondary Career Education Activities: English.
Radford City Schools, Va.

The units in English directed to grades 8-12 cover: dangerous careers, social work, law, communications occupations, psychology, unusual occupations, writing, government, history of occupations, job seeking, sales, self-awareness, medicine, and teaching the blind and deaf.

6. *Behavioral Objectives and Learning Activities for High School Language Arts. Marian Reeves, NCE BOCS, Longmont, Colorado.

This unit has been designed to assist educators in infusing career education activities into the high school language arts curriculum. Methods include: reading books, discussions, writing autobiographies, self-assessments, and other oral and written activities.

7. ED131289 - Language Arts Curriculum Guide: Grades Seven-Twelve.
South Portland School Department, Maine.

This language arts curriculum guide for Grades 7-12 was developed by teachers as part of a 3-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U. S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for Grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline.

8. ED120537 - Journalism Resource Guide with Emphasis on Career Education. Ezra Adams and Others, Louisiana State Department of Education, Baton Rouge.

The Louisiana State journalism guide was compiled to introduce the secondary level teacher and student to the basic concepts of career education through journalism, to familiarize the student with the skills and opportunities in the field, and to furnish the teacher with lists of objectives and activities to guide the student in employing specific skills in the production of a school newspaper and yearbook.

9. *Journalism - Barbara Moroney and Doug Tureck, et al. BOCES Pueblo, Colorado.

This unit has been designed to provide assistance through which students in a variety of communications classes can experience the problems of communication, improve their own communication skills, and become aware of the saleable potential of those skills.

MATHEMATICS

10. *A Career Education Idea Book for Mathematics Teachers. Joan Super. East Providence School Department, East Providence, Rhode Island.

Activities are designed to help the student learn about duties, responsibilities and qualifications of jobs in every one of the USOE occupational clusters. A sampling of the activities follows: drawing maps, graphs, and charts; describing a seismograph; computing payrolls; estimating costs in many different areas; drawing cartoons; preparing tapes and slides; make schematic diagram; laying out an ad; drawing scale model of a house and the solar system.

11. *Geometry - Career Related Units. Mike Pierro and Claude Paradis, et al. Robbinsdale Area Schools, Minneapolis, Minnesota.

This guide attempts to bring a practical approach to a senior high school geometry course. These consumable units are written in narrative form and are intended to be written in and kept by the students. Activities included are related to: right triangles and the pythagorean theorem, polygons and their areas; parallel lines; standard construction; volume; circle relationships; printing and graphic arts; fashion and apparel design; and home planning.

12. *Career Education Activities for Subject Area Teachers - Grades 9 through 12 (Mathematics). John Masci and Jim Brown, et al. Abt Publications, Cambridge, Massachusetts.

This unit is designed to motivate students by studying careers related to mathematics in exciting, action - oriented ways that have the attractiveness of "relevance" dealing with concrete current adult occupations of personal concern to the student in the world of work.

13. *Mathecon - Applications in Mathematics and Economics. Patricia A. Majors and Lucretia Anne Portman. Monterey Peninsula Unified School District, Monterey, California.

This guide consists of projects and activities relating mathematics subject matter to the world of work and to its use in daily life. Subject areas include: computers and bases; algebra; probability and statistics; time; and advanced math studies.

SCIENCE

14. *Career Education Activities for Subject Area Teachers - Grades 9 through 12 (Science). John Masci and Jim Brown, et al., Abt Publications, Cambridge, Massachusetts.

This unit is designed to motivate students by studying careers related to science in exciting, action-oriented ways that have the attractiveness of "relevance" dealing with concrete current adult occupations of personal concern to the student in the world of work. Includes applications in biology, chemistry, physics and earth science.

15. ED117565 - Career Education Resource Guide for Chemistry, Louisiana State Department of Education, Baton Rouge.

The activities comprising the career education resource guide explore careers in chemistry or chemistry-related fields with limited treatment given to other science-related occupations. Units providing a general framework of chemical principles and related activities alternate with the career units.

16. ED145209 - Pre-Postsecondary Program, An Engineering Careers Curriculum, Robert Troyer and Others, Kent State University, Ohio.

This curriculum guide is designed for the teacher implementing a pre-postsecondary program in engineering careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career guidance, and individualization), plus content outlines and class activities.

17. *Teacher-Developed Curriculum Modules from Selected Regions of Texas (D). Partners in Career Education, Arlington, Texas.

This unit suggests activities to teach about electrical energy, electromagnetic effect, nuclear changes, preparing lab plates, population imbalance, infection and immunity, the circulatory system and the heart.

SOCIAL STUDIES

18. *Career Education Activities for Subject Area Teachers - Grades 9 through 12 (Social Studies). John Masci and Jim Brown, et al., Abt Publications, Cambridge, Massachusetts.

This unit is designed to motivate students by studying careers related to social studies in exciting, action-oriented ways that have the attractiveness of "relevance" dealing with concrete, current adult occupations of personal concern to the student in the world of work.

19. *Career Education Instructional System Learning Activity Packet - Grades 10-12 - Social Studies (Economics). Erie County Schools, Cheektowaga, New York.

This unit presents learning experiences in language arts, mathematics, social studies or science, and represents one method of infusing career education concepts into the existing curriculum.

20. *Career Educational Instructional System Learning Activity Packet - Grades 10-12 Social Studies (European Culture). Erie County Schools Cheektowaga, New York.

This unit presents learning experiences in language arts, mathematics, social studies or science and represents one method of infusing career education concepts into the existing curriculum.

21. *Career Education - Learning with a Purpose - Secondary Guide - Volume 6 (Sociology and Psychology). Jim Armes and Suzi Bybee, et al., State Fair Community College, Sedalia, Missouri.

This unit has been designed to be an idea bank to assist teachers and administrators when implementing career education infusionary activities into the classroom curriculum. Suggested topics for student activities and discussions include: culture; primary personality traits; stratification of society; deviations from cultural norms; youth rebellion; social institutions; conditioned response; mental health; child-parent relations; self-discipline; values; conflicts, personalities; peer groups; interpersonal adjustments; and concept formation and grouping.

22. ED129661 - Life, Liberty, and the Pursuit of Happiness, Materials for Using American Issues Forum in the American History Classroom. New York State Education Department, Albany.

Four modules of classroom strategies provide suggestions for examining U. S. history in light of contemporary issues.

23. *Curriculum Guide: Social Science and Career Education, Grades 9-12. Career Education Project, Cashmere, Washington.

This guide lists program goals, performance objectives, sample activities, and resources which might be utilized to infuse career education into the social science curriculum.

ARTS/HUMANITIES

24. ED137610 - Exploring Careers in the Humanities, A Student Guidebook. Jean Workman and Mary Lewis Hansen, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

This student book on exploration of humanities careers presents career information on 13 specific occupational areas: (1) Educators, (2) Historians and Archivists, (3) Anthropologists, (4) Economists, (5) Geographers, (6) Political Scientists, (7) Sociologists, (8) Language Occupations, (9) Lawyers, Judges, Paralegals, Legal Secretaries, and Court Reporters, (10) Museum Workers, (11) Philosophers, (12) Occupations in Religion, and (13) Special Librarians.

25. ED137613 - Exploring Theater and Media Careers, A Student Guidebook. Michael Allosso and Others, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of theater and media careers presents information on specific occupations in five different career areas: Performance, writing, production, business, and education/criticism.

26. ED138029 - Career Guidance in the Arts and Humanities: Activities, Information and Resources for Grades 7-12, Dance, Music, Theater, and Media, Visual Arts and Crafts, Writing Humanities. Phyllis Ritvo and Mary Lewis Hansen, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

The volume presents guidelines for examining interest in arts and humanities careers. Chapters include the following: (1) nine self-assessment activities in career exploration related to arts and humanities; (2) suggestions for career education counseling strategies; (3) ideas for locating community resources, a directory of associations providing career information, and a listing of books, films, and filmstrips with career information; (4) a discussion of pathways in preparation for a career in arts and humanities; and (5) a discussion of the special needs of gifted and talented students.

27. ED137615 - Exploring Music Careers, A Student Guidebook.
Richard Cornell and Others, Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C.

This student book on exploration of writing careers presents information on specific occupations in five different career areas: Performing musicians, technology in music, arts management, the music business, and music education. An introductory section lists nearly 100 job titles under the five career areas. A chapter devoted to each career area includes general discussion of the field and what people in that field do, various specializations within job categories, description of personality characteristics and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, and suggestions a person in the field would make to students.

28. ED137609 - Exploring Visual Arts and Crafts Careers, A Student Guidebook. Shelia Dubman and Others, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

This student book on exploration of visual arts and crafts careers presents information on specific occupations in seven different career areas: Visual communications, product design, environmental design, fine arts, crafts, art education, and arts management and business.

29. ED137607 - 391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities. Mary Lewis Hansen and Others, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

The major portion of the guide consists of the 391 activities for students: activities for exploring any and all occupations (13), activities for dance (6), activities for music (70), activities for theater and media (60), activities for visual arts and crafts (60), activities for writing (50), and activities for humanities (133).

30. ED137614 - Exploring Dance Careers, A Student Guidebook.
Richard Cornell and Mary Lewis Hansen, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

This student book on exploration of dance careers presents information on specific occupations in both performance careers and dance education.

31. ED137608 - Exploring Arts and Humanities Careers in the Community. Ellen Andrews and Others, U. S. Government Printing Office, Washington, D. C.

This program planning guide suggests several curriculum models for out-of-school programs to augment traditional school courses.

32. ED144088 - Communication Arts Curriculum: A Model Program. Tamaqua Area School District, Pa.

This publication describes, in three sections, a high school Communication Arts Curriculum program designed to further students' communication skills as they participate in student-centered learning activities in the fine arts, the practical arts, and the performing arts.

33. ED143798 - Exploring the Applied Arts. Kathleen Sokolowski, New Jersey State Department of Education, Trenton.

The program covered in this curriculum guide deals with applied arts, concentrating on the areas of advertising, fashion illustration, graphic design, cartooning, and textile design and decoration.

COOPERATIVE VOCATIONAL PROGRAMS

34. ED118769 - General and Vocational Work Experience Education Programs Management System, Career Development Programs. C. G. Larson and Others, San Mateo Union High School District, California.

The guide was designed to serve dual functions: (1) as the plan for the administration and operation of a work experience program for the San Mateo Union High School District for 1975-80, and (2) to assist the staff at all levels in the daily organization and management of work experience programs. The system defines the lines of accountability at all staff levels, including the work experience education teacher, principal, and superintendent of schools.

35. ED146382 - Annotated Bibliography of Instructional Materials in Cooperative Vocational Education. Northern Illinois University, De Kalb.

Five-hundred thirty-six materials selected from over seven hundred publishers of various types of instructional media are included in this annotated bibliography, which was prepared to assist teacher-coordinators in cooperative vocational education in selecting, utilizing, and recommending the purchase of instructional materials.

36. ED111947 - Electricity/Electronics. Career Education Guide. Dependents Schools, Washington, D. C.

The curriculum guide is designed to provide high school students with realistic training in electricity/electronics theory and practice and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: electrical technology, radio-television technology, and industrial electronics.

FOREIGN LANGUAGE

37. ED138049 - Foreign Language Skills and Jobs. Peter A. Eddy, Pacific Northwest Conference on Foreign Languages, Portland, Oregon.

Students of foreign languages insist on seeing the evidence that foreign language skills have something to do with getting jobs in the "real world." Evidence is being amassed which does show this to be true. Several studies have revealed that American firms are looking for qualified personnel who possess language skills.

HEALTH/PHYSICAL EDUCATION

38. ED107779 - A Career in Coaching. Luther A. Maufas, University City School District, No.

The grade 9 curriculum guide contains four lesson plans covering the career preparation knowledge, skills and self-knowledge domains. The overall goal is for students to acquire knowledge of the field of coaching. Ten sections discuss: the importance of and opportunities for coaching; general duties; attractive and unattractive features of coaching; the employment outlook, salaries; the coaching philosophy; coaching hints; and teaching sports.

39. ED145210 - Pre-Postsecondary Program. A Health Careers Curriculum. Laurie Miller and Others. Kent State University, Ohio.

This curriculum guide is designed for the teacher implementing a pre-postsecondary program in health careers for eleventh and twelfth grade students. The guide contains an introduction, a section on program philosophy and assumptions, elements of a pre-postsecondary program (including block-time scheduling, simulated activities, field experiences, career guidance, and individualization), plus content outlines and class activities.

HOME ECONOMICS

40. *Home Economics I, Basic Core, Vocational Home Economics Education, Revised. Irene Clements and Judy Coffey, Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, Stillwater, Oklahoma.

Eight home economics curriculum areas are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Orientation (orientation to Future Homemakers of America--FHA, FHA in action, parliamentary procedure); (2) Career Exploration (home economics related occupations, locating a job, job success); (3) Child Development (child care worker, child care activities); (4) Clothing and Textiles (pattern and fabric selection, small sewing equipment, sewing machine, basic sewing techniques, clothing care); (5) Consumer Education; (6) Food and Nutrition; (7) Housing and Home Furnishings; and (8) Personal Relationships (family relations, peer relations).

LEARNING DISABLED STUDENTS

41. ED140569 - Curricular Materials for Secondary Learning Disabilities Programs. Title III: Curricular Development for Secondary Learning Disabilities. Libby Goodman and Others, Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Information is presented on approximately 600 curriculum materials for secondary learning disabled students. Listed are the title and publisher, interest and instructional level, format type, and a brief description for materials in nine curriculum areas: career education, reading, language arts, spelling, math, social studies, consumer education, science, and health.

NATIVE AMERICAN STUDIES

42. *Modules for Learning - Career Education and the American Indian. University of South Dakota, Vermillion.

This book is a compilation of activity plans for use in American Indian cultural studies for schools providing services to American Indian children, but also beneficial to nonIndian students, teachers and community. Suggested activities are for all grade levels, K-12. Contents of book include information relating basic Indian culture values and Indian skills and arts.

GENERAL

43. *Curriculum Project 9-12 for Language Arts, Art, for Foreign Language and Social Studies with Career Education Infusion Activities. Board of Cooperative Educational Services, Allegany County, Belmont, New York.

This unit has been designed to be an educational tool in implementing career education in the classroom. Methods include: reading stories, plays, and poetry; writing compositions, speaking, use of newspapers, magazines, and other mass media; research; field trips; and interviewing.

44. ED133470 - Career Education Activities for Subject Area Teachers, Grades 9 through 12. Peter Finn and Jane Lawson, Abt Publications, Cambridge, Massachusetts.

This resource book can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses. Career education activities for each of nine subject areas are presented: Social studies (10 activities), English (10 activities), mathematics (10 activities), science (10 activities), art/music (2 activities), health (2 activities), foreign language (2 activities), driver education (2 activities), and physical education (2 activities).

45. ED117373 - Career Exploration Curriculum Supplement for Grades 9-10. Ohio State Department of Education, Columbus.

The supplement to the Career Exploration Curriculum Guide 9-10 presents concrete approaches that school districts in Ohio are utilizing to implement and integrate career exploration throughout the curriculum. The supplement is organized into seven major sections: integrated career exploration simulations (45 pages) consisting of outlined guidelines for mathematics, science (electricity), and social studies (urban government, economics); career exploration lessons (54 pages) in home economics, journalism, foreign languages, and art; and career exploration units (60 pages) offering learning packets for jobs in photography, advertising, and horticulture.

46. ED134742 - A Teacher's Guide to Career Education, 9-12. South Carolina State Department of Education, Columbia.

Designed to assist the classroom teacher interested in implementing career education, this guide presents lesson plans, prepared by public school teachers, which integrate career education activities. Learner objectives, which provide a base for implementation plans, are listed in the introductory section and relate to self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness.

SECTION IV

CAREER GUIDANCE K-12

Career education has brought about increased awareness of the importance of career guidance and counseling. Numerous materials and information are available for counselors at all levels. This section describes some of those resources presently available.

National Career Information Center

Sponsored by the American Personnel and Guidance Association, the National Career Information Center is involved in the identification, evaluation and utilization of career information for counselors. The services of the NCIC involve collecting, evaluating and disseminating information on career education materials and communicating effective approaches for providing career guidance. Specific services offered to counselors include:

- . Inform, a monthly newsletter identifying accurate, relevant career information sources and innovative techniques for guidance counselors.
- . Career Resource Bibliographies, thirty bibliographies are planned with selected educational and occupational sources for career cluster areas.

For further information on the services available, contact the American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D. C. 20009.

ERIC Information for Counselors

The materials described below represent some of the ERIC information on guidance available from the Office of Public Instruction Resource Center in Helena or from the Career Education Consultant.

1. EJ079265 - "Career Guidance in the Elementary School," Elementary School Guidance and Counseling (May 1973). Sather, Gres and Others.

Promoting career education in the elementary school and tips on career guidance activities are the topics of articles presented here.

2. ED103590 - Career Development: Pupils Potentials Labs (and Who Am I?). Robbinsdale Independent School District 281, Minnesota.

This guide discusses career development at the junior high level. The document consists of four sections: a sample directory, a Pupils Potential Lab (PPL) staff packet, PPL student packet, and a personal inventory entitled "Who Am I?"

3. ED147543 - The Development and Evaluation of Needs Appraisal Instruments for Determining Priorities for Guidance and Counseling Services for Elementary, Junior High and Secondary Schools. Charles W. Smith and Helen L. Wilson, Louisiana State Department of Education, Baton Rouge.

To identify the perceived counseling and guidance needs of students as expressed by students, teachers, and administrators, a project was conducted to develop and field-test a set of needs appraisal instruments which would objectively determine the counseling and guidance needs for elementary, junior high, and secondary schools and arrange them in priority order for individual schools.

4. ED132390 - Career Education in the High School: An Integration of Counselor and Teacher Functions. Gerald D. Jennings and Others, Rome (Georgia) High Schools.

Development, implementation, and evaluation of a career education program in the high schools of Rome, Georgia, are described. Counselors are involved in classroom activities for all high school grades, integrating the counselor's activities more fully in the curricular program of the schools. These activities relate curriculum to general career choices, develop an understanding of students' personal characteristics and values, and focus on individual career choices.

5. ED106630 - Career Development Guides: Guidance Career Unit. Joyce Phillips, University City School District, Missouri.

The guide contains a guidance unit for career development designed to be a part of a secondary school career English course and a social studies unit of study in which the guidance counselor team-teaches with the classroom teacher. The guidance unit is designed to last three to four weeks and is composed of three basic elements: self-awareness, occupational awareness, and educational awareness.

6. ED149747 - List of Instructional Media for Guidance. North Carolina State Dept. of Public Instruction, Raleigh, North Carolina.

Instructional media appropriate to the guidance program in schools included in this bibliography are listed by type of media: books, films, filmstrips, kits, recordings, or slide sets. Entries in the list were selected from those materials submitted by publishers which received favorable reviews by educators. Materials range from primary to senior high school grade levels, and each entry includes citation, price if available, grade level, and annotation.

7. ED107774 - Career Education Resource Center. Joann Boeyink and William Welch, White Bear Lake Independent School District 624, Minnesota.

Developed as part of an exemplary career education program for junior high school students, the guide describes a career guidance resource center designed to bring together all of a particular school's career guidance materials into one location where occupational, vocational, and educational information is readily available for individual student use during a designated time of each day.

8. ED130103 - Implementing a Career Guidance and Placement Center. Susie B. Morgan and Barbara A. Pendleton. (April 4-7, 1976).

Guidelines on how placement should fit into the total school setting and in particular into career education as it becomes better established are discussed in this paper. The school counselor is viewed as the coordinator of the total career guidance, counseling, and placement program as well as having a major role in working directly with students.

9. ED137593 - Keeping It Going, Handbook for Implementing the Career Information System. University of Oregon, Eugene.

This handbook is designed to serve as a tool to assist school and agency staff in implementing the Career Information System (CIS), a model interagency consortium designed to provide means of direct access to current educational, career, and labor market information via computer.

10. ED112213 - Career Resource Center: A Handbook for Implementation. Robert E. Sullivan, New Jersey State Dept. of Education, Trenton.

This handbook is designed to help educators who are considering the establishment of a career resource center. Based primarily on the writer's experience, the document is intended to provide practical assistance in the organization of a high school career resource center.

Career Guidance Centers

Among the recent trends in high school and junior high school guidance programs in Montana has been the establishment of career guidance information centers. Computer programs which provide students with immediate information about careers, post-secondary educational institutions, scholarships, salaries, and employment outlooks have given impetus to the establishment of these centers. The Missoula County High Schools (Hellgate and Sentinel) have been leaders in implementing comprehensive career information centers in Montana.

The following information relates to career centers. Career guidance information which might be used in such a center or which would be helpful to counselors involved with career guidance is also provided.

Purposes and Services of a Career Guidance Center*

Definition and purpose. A career guidance center is a center for information and activities related to post-secondary education and training opportunities; careers and occupations; employment; financial aids and scholarships; tests; and applications. The overall purpose is to provide students with information and activities which will help them plan for their future educational, occupational, and career goals.

*Taken from Hellgate High School CIA Guide, Marolane Stevenson.

Suggested services. Students, faculty, and parents may use the materials in the center and/or check them out. The counselor-coordinator and student aides should be available to assist with the location of materials, use of the computer, audio-visuals, and to answer questions.

The Following Resources, Information, and Activities Are Recommended

Computer terminal and audio-visuals. Students may use the computer terminal to identify possible occupations and colleges which coincide with their expressed needs, interests, and abilities; and may learn about the specific characteristics of occupations, colleges, and scholarships. In addition, students may use film-strips and other audio-visual learning devices.

Post-secondary education and training information. Handbooks, catalogs, pamphlets, hand-outs, computer, and audio-visuals.

Careers, occupations, and employment. Books, pamphlets, computer, audio-visuals. Students are made aware of work cooperative and internship programs, and other part-time work positions.

Financial aids and scholarships. Handbooks, hand-outs, and computer.

Tests. College entrance test handbooks and hand-outs. Students may also take tests to help them learn about their interests and abilities as they relate to careers, occupations, and post-secondary education.

Applications. Students may obtain applications for college entrance tests, in-state college and vocational-technical schools, financial aids and scholarships; and may review samples of job application forms.

Activities. Students may listen to career speakers and to representatives from the military, colleges, and other schools. They may participate in activities such as selecting post-secondary institutions, applying to schools, applying for financial aids and jobs, and testing for college entrance. Assistance also will be given to students seeking help in other career and educational areas.

Essential Materials for a Career Guidance Center*

College catalogs. Montana colleges, other catalogs for schools your students most frequently attend (Washington, Oregon, Idaho, Colorado, California).

*This is only a starter list. Missoula County High Schools have prepared an extensive list of materials which might be used.

Junior college catalogs. Montana, Idaho, and Washington.

Vo-tech information. Montana, Wyoming, and Colorado.

Specialized school catalogs. Health, business, cosmetology, fashion, music, art, auto, etc.

College prep schools. Phillips Exeter, etc.

Correspondence. University of North Dakota, University of Nebraska.

College handbooks. Barron's Profile of American Colleges, Guide to 4-year College Majors, College Blue Books, Guide to 2-year College Majors, How to Prepare for the ACT, How to Prepare for the PSAT, How to Prepare for the SAT.

Career books and kits. Occupational Outlook Handbook, Croner's American Trade Schools Directory, Chronicle Career Index, Educator's Guide to Free Materials, Successful Interviewing, Alternative to College, How to Get a Job, D. O. T., Occupational Exploration Kit (SEA).

Audio-visual. Cassette recorder, filmstrip projector, Guidance Information Service Computer System (finances permitting), filmstrips as seen fit, microfiche reader for VIEW Program.

Tests and surveys. California Occupational Preference Survey (COPS), Strong-Campbell Interest Inventory, Kuder Interest Survey, Holland's Self-Directed Search, various ability and aptitude tests (DAT, GATB, ASVAB, etc.)

Guidance Information Service (Computerized Guidance Program)*

Computerized information. Four-year colleges, two-year colleges, occupations, scholarships, and military.

Approximate cost. \$2,000 per year.

How it works. If a student wishes information on any item, she or he types an I.D. number, password, and the computer number of the item.

If a student wishes, he/she can find a school, occupation, or scholarship which meets his/her criteria.

EX. I want a school in California, major in forestry, student population of 5,000 in a large city.

By typing a code number for each, the computer will list the schools which meet these criteria.

The same applies for occupations, etc.

*Presently the only such program being used in Montana is Time Share (Houghton Mifflin Co.).

Benefits. All levels of students can use it. They read the information as it is printed. They get to take the information for self, parents, counselors. It is updated every six months. It arouses interest--the mechanics intrigue them. It is a tremendous time saver for counselors. It narrows down the field for students, then they can explore further by using books, catalogs, etc.

The director of the center is available to help each student use the computer.

Other Sources on Career Guidance
and Counseling

Helena Public Schools
Helena, Montana 59601

The Life Career Development Program
Jim Fitzpatrick, editor.

Minnesota Department of Education
Pupil Personnel Service Section
St. Paul, Minnesota 55101

A Bibliography of Selected Career Guidance Materials
J. H. Kerlan, editor.

Sound Filmstrips

In Section IX of this guide, two sound filmstrips are described dealing with career centers. Both are available from the Office of Public Instruction, Helena, Montana 59601.

SECTION V

PLANNING AND IMPLEMENTATION GUIDES FOR ADMINISTRATORS

For information on the following implementation guides, contact the Career Education Consultant in the Office of Public Instruction.

Career Education Competencies for Teachers
Florida State Department of Education.

This document contains a list of career education competencies for teachers in each level K-14. There are nine specific teacher competency statements for each grade level.

Career Education Handbook for Implementation
East Lansing, Michigan: College of Education, Michigan State University.

A guide for planning and implementing career education at the school and district level.

Career Education Implementation: A Handbook for Strategy Development
Columbus, Ohio: The Center for Vocational Education, Ohio State University.

The handbook includes three modules: 1) a guide for career education planners, 2) a workbook that enables planners to test out their understanding of the process and 3) a description of alternative approaches to implementation.

Curriculum Workshop Implementer's Handbook
East Lansing, Michigan: College of Education, Michigan State University.

A comprehensive in-service package which focuses on teaching educators how to apply the infusion process.

Improving the Accountability of Career Education
Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1978.

Needs Assessment and Career Education: An Approach for States
Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1976.

Implementing Career Education

Sacramento, California: California State Department of Education

The following guides in this series are available:

Nine Model Practices (1976)

Instructional Strategies Guide for Kindergarten Through Grade Twelve (1977)

Concept and Process (1977)

Exemplary Practices in California Public Schools (1977)

The Original American Early Morning Primer: A How-To-Do-It Guide for
Implementing Career Education in Rural Schools.

Cashmere, Washington: Cashmere School District, 1977.

An excellent publication which gives practical advice and information on how to integrate career education into the curriculum. The publication is useful for any educator interested in career education.

SELECTED ARTICLES ON IMPLEMENTING CAREER EDUCATION

Duet, Claude, and John Newfield. "Labor: An Untapped Resource in Career Education," NASSP Bulletin, April 1978, pp. 50-59.

Duff, Charles F. "Meaningful Career Education in the Middle School," NASSP Bulletin, April 1978, pp. 60-63.

Finn, Peter. "Integrating Career Education into Subject Area Classrooms," NASSP Bulletin, April 1978, pp. 64-70.

Gress, D. H. "Career Education: The Role of the Administrator," Phi Kappa Phi Journal, February 1976, pp. 49-53.

Roller, Lawrence W. "Career Education: An Alternative High School Program," NASSP Bulletin, April 1978, pp. 47-49.

SELECTED BOOKS ON IMPLEMENTING CAREER EDUCATION

Green, Gary. The Philosophy and Practice of Career Education. London, Kentucky: Guifford-Hill Publishing Co., 1978.

Hoyt, Kenneth B., and Jean R. Hebel. Career Education for Gifted and Talented Students. Salt Lake City: Olympus Publishing Co., 1974.

Hoyt, Kenneth B., et al. Career Education and the Elementary School Teacher. Salt Lake City: Olympus Publishing Co., 1973.

Hoyt, Kenneth B., Rupert Evans, et al. Career Education in the Middle/Junior High School. Salt Lake City: Olympus Publishing Co., 1973.

Hoyt, Kenneth B., et al. Career Education in the High School. Salt Lake City: Olympus Publishing Co., 1977.

SECTION VI

CAREER EDUCATION: PROGRAMS AND PRACTITIONERS

This section contains a list of school systems and agencies within Montana which are involved directly in career education. Listed also are contact people for each site. These individuals also have information about other people within their systems or agencies with expertise in career education.

The existing curriculum is the major delivery system for career education through a process of infusion. Few schools in Montana are presently involved in the curriculum development necessary for infusion of career education and are instead electing to implement elements or pieces of career education. Such approaches include separate courses in "career education" which are generally occupational in nature, work experience programs, career exploration, various systems of educational/occupational information, use of community resources and local advisory groups, career centers and selected infusion, particularly of career awareness and self-awareness.

For a comprehensive listing of career education programs and practitioners, not limited to Montana, readers are referred to The State's Career Education Resource Guide, available from the National Center for Career Education, P. O. Box 7815, Missoula, Montana 59807.

ARLEEElements

Career Exploration
 Vocational Skill Development
 Primary Infusion

Contact

T. J. Phillips
 Superintendent of Schools
 Box 253
 Arlee, Montana 59821
 Phone: 726-3644

BILLINGSElements

Freshman Social Studies (Infusion)
 Career Center

Contact

Dr. Gordon Wallace, Director
 Billings Career Center
 Billings School District No. 2
 Billings, Montana 59102
 Phone: 656-7901

BROADVIEWElements

Infusion Planning Underway
 Career Guidance
 Occupational Information

Contact

Jim Foster
 Superintendent
 Broadview Schools
 Broadview, Montana 59015
 Phone: 667-4420

COLSTRIPElements

Planning Underway (9-12)

Contact

Bill Medved
 Counselor
 Colstrip High School
 Colstrip, Montana 59323
 Phone: 748-2271

CONRADElements

Staff Training
 Career Fair

Contact

Bob Peters
 Counselor
 Conrad High School
 Conrad, Montana 59425
 Phone: 278-3285

FORT BENTONElements

Elementary Infusion
 Career Awareness
 Self-Awareness
 Career Education Course (Freshman)
 Group Guidance
 Title IV Adoption Site

Contact

Pat Flanagan
 Counselor
 Fort Benton Elementary School
 Fort Benton, Montana 59442
 Phone: 622-3721

GOVERNOR'S EMPLOYMENT AND TRAINING COUNCIL
 (CETA Prime Sponsor)Elements

Career Awareness
 Career Exploration
 Work Experience
 Employment

Contact

Bruce DeRosier
 Executive Director
 35 South Last Chance Gulch
 Helena, Montana 59601
 Phone: 449-5600

GREAT FALLSElements

Experience Based Career Education
 (Secondary)
 Work Experience
 Executive Internship
 Guidance Information System
 Career Education Courses (Freshman)
 Career Exploration
 English/Social Studies Infusion (Junior High)
 Local Advisory Group

Contact

Frances Jackson
 Director of Career Education
 Great Falls Public Schools
 1100 Fourth Street, S.
 P. O. Box 2428
 Great Falls, Montana 59403
 Phone: 791-2186

HARDINElements

Career Guidance
 Career Education Course (Secondary)

Contact

Jean Hubbard
 Counselor
 Hardin High School
 702 N. Terry Street
 Hardin, Montana 59034
 Phone: 665-1908

HELENAElements

K-12 Infusion
 Senior Career Exploratory Program
 Advanced Placement
 Junior High Career Center
 Elementary Plan (Career and Self-Awareness)
 Career Guidance
 Local Advisory Group

Contact

Glen Thomas
 Director of Guidance
 Helena High School
 Helena School District No. 1
 Helena, Montana 59601
 Phone: 442-8090

HELENA ALTERNATE SCHOOLElements

Infusion
 Career Exploration
 Work Experience

Contact

Jim Van Meter
 Director
 Helena Alternate School
 7th and Allen Streets
 Helena, Montana 59601
 Phone: 442-2590

JORDANElements

Career Education Courses
 Infusion Planning

Contact

Donald Wolslagel
 Principal
 Jordan School
 Box 309
 Jordan, Montana 59337
 Phone: 557-2716

LAME DEERElements

Infusion Planning Underway
 Career Education Course

Contact

Russ Davidson
 Lame Deer School
 Box 96
 Lame Deer, Montana 59043
 Phone: 477-6431

LIBBYElements

Career Education Course
 Community Resources
 Work Experience
 Follow-Up Studies

Contact

Lyle Olson
 Counselor
 Libby High School
 Libby, Montana 59923
 Phone: 293-6204

MILES CITYElements

Elementary Infusion
 K-12 Planning Underway

Contact

Karen Billis
 Counselor
 Jefferson School
 106 N. Strevell
 Miles City, Montana 59301
 Phone: 232-2888

MISSOULA ELEMENTARY DISTRICTElements

K-8 Infusion
 Self-Awareness
 Career Awareness
 Career Exploration
 Community Resources

Contact

Carol Gomer
 Career Education Liaison
 School District No. 1
 215 6th Street, W.
 Missoula, Montana 59801
 Phone: 728-2400

MISSOULA COUNTY HIGH SCHOOLSElements

Operation Guidance (Secondary Infusion)
 Career Guidance Centers
 Career Courses (Freshman)
 Work Experience
 Career Planning
 Community Resources
 Guidance Information System

Contact

Jeff Dietz
 Supervisor, Career/Vocational
 Programs
 Missoula County High School District
 Administration Building
 915 South Avenue, W.
 Missoula, Montana 59801
 Phone: 728-2400

NORTHERN MONTANA SHARED SERVICES PROGRAMElements

Career Exploration (Project Discovery)
 Vocational Skill Development
 Career Fair

 Schools include: Rudyard, Hingham,
 Kremlin-Gildford, Inverness,
 Box Elder, Big Sandy, Joplin, Chester

Contact

Cliff Whittemore
 Shared Services Coordinator
 Northern Montana College
 Havre, Montana 59501
 Phone: 265-7821

POLSONElements

K-12 Infusion
 Career Exploration
 Career Education Courses (Secondary)
 Career Planning
 Local Advisory Group

Contact

Judy Carlson
 Director of Career Education
 Polson Public Schools
 P. O. Box 1510
 Polson, Montana 59860
 Phone: 883-5555

PROJECT VIEW (Vital Information for
Education and Work)

Elements

VIEW is an occupational information service, based on Montana data, available in 116 of 166 high school districts

Contact

Montez Briggs
Consultant, Project VIEW
Office of Public Instruction
State Capitol
Helena, Montana 59601
Phone: 449-2087

RED LODGE

Elements

Follow-Up Studies

Contact

Walter Nordstrom
Counselor
Red Lodge High School
413 S. Oaks
Red Lodge, Montana 59068
Phone: 446-1903

SEELEY LAKE

Elements

Guidance Information System

Contact

Kim Haines
Principal
Seeley Swan High School
Seeley Lake, Montana 59868
Phone: 677-2224

SIDNEY

Elements

Infusion Planning Underway
Occupational Information

Contact

Craig Price
Counselor
Sidney High School
4th Avenue, S. E.
Sidney, Montana 59270
Phone: 482-2330

THOMPSON FALLSElements

Community Resource Trainers
Work Experience
Career Exploration

Contact

Walt Clark
Principal
Thompson Falls High School
Thompson Falls, Montana 59823
Phone: 827-3561

TROYElements

Community Resource Training Program
Follow-Up Studies

Contact

David Stephenson
Principal
Troy High School
P. O. Box 0
Troy, Montana 59935
Phone: 295-4520

SECTION VII

COMMUNITY RESOURCES

Effective use of a broad spectrum of community resources can bring vitality and relevance to career education programs as well as help stretch available career education dollars. Students of all ages should be able to use their whole community as a pool of learning resources to better understand themselves, every-day roles, situations and people. This can happen through the identification, recruitment and utilization of local businesses, labor organizations, civic and service groups, governmental and social agencies, trade and professional groups and others.

Transforming lists into meaningful networks of resources for student learning requires school people to:

- . analyze their potential for in-school or on-site learning experiences
- . assess the appropriateness of the potential learning experiences for the students' ages, interests and to the curriculum and match them accordingly
- . initiate and maintain regular contacts with those resource persons and agencies which will cooperate in the local career education program
- . orient both students and resource personnel so that all persons involved understand the expectations
- . manage and/or facilitate the logistical arrangements needed to carry out the program
- . evaluate, with students and resource persons, the effectiveness of the learning experiences and modify them when necessary

The benefits of using such resources--to schools and the community as a whole--make the effort worthwhile.

The following are general categories from which potential resources can be obtained:

- . Parents
- . Clubs and civic organizations
- . Students
- . Yellow pages of telephone directory
- . Local, state, county and federal government
- . Local businesses and industries
- . Labor organizations
- . Professional or trade associations
- . Senior citizen groups
- . Existing speaking groups
- . Colleges and universities
- . Vo-Techs
- . Private business or trade schools
- . Chambers of Commerce
- . Professional persons
- . Hospitals
- . Churches
- . Employment agencies
- . Museums

Possible career resources to consult, based upon occupational clusters, are listed below.

AGRI-BUSINESS AND NATURAL RESOURCES

research and conservation
fisheries, wildlife, forestry
mining and quarrying
petroleum and related products

BUSINESS AND OFFICE

accounting and financing
data processing
secretarial, clerical
management, public relations
insurance and real estate
personnel

COMMUNICATIONS AND MEDIA

journalism
motion pictures
telephone and telegraph
recording industry
radio and TV
magazine, book publication

CONSTRUCTION

wood, metal, masonry, electrical
equipment operators
construction engineers
architects, draftsmen

CONSUMER AND HOMEMAKING EDUCATION

- food specialist
- family economics, home management

ENVIRONMENT

- environmental planning
- pollution control
- environmental enforcement

FINE ARTS AND HUMANITIES

- visual and performing arts
- writing
- religion and theology
- language and linguistics
- history and museums
- painting and commercial art

HEALTH

- mental health services
- dentistry
- health service administration
- medical supportive personnel
- medical profession

HOSPITALITY AND RECREATION

- travel agencies
- public and private recreation

MANUFACTURING

- engineers, technicians, craftsmen
- management
- skilled and semi-skilled workers
- unskilled workers

MARINE SCIENCE

- research
- fishing
- aquaculture
- river and waterway planning

MARKETING AND DISTRIBUTION

- marketing research
- management
- purchasing
- sales promotion, publicity
- sales

PERSONAL SERVICE

- domestic service
- lodging service
- drycleaning & laundry services
- food preparation & service
- domestic animal care
- barbering
- cosmetology

PUBLIC SERVICES

- administration and regulation
- urban development
- education
- protective services
- post office
- public utilities
- social services & rehabilitation
- law profession

TRANSPORTATION

- highway
- rail
- air
- pipeline
- water

Materials and Publications

Action Learning: Student Community Service Projects. Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D. C. 20006.

Experience-Based Career Education--Community Resource Handbooks. Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D. C. 20006.

Each of the four laboratories engaged in developing EBCE have published handbooks on how to establish and use community learning sites.

Experience-Based Learning: How to Make the Community Your Classroom, 1977. Northwest Regional Educational Laboratory, 710 Second Avenue, S.W., Portland, Oregon 97204.

This is a guidebook to show how off-campus learning opportunities can be opened up for students. It includes ways of structuring experience-based learning, linking community resources with student projects, writing student projects, locating and involving resource people and managing the process.

Project Ideabook: Sample Student Projects Using the Community as a Learning Resource, 1976. Northwest Regional Educational Laboratory, 710 Second Avenue, S.W., Portland, Oregon 97204.

Used initially as a supplement to EBCE staff training, this manual contains a wide selection of predesigned community projects.

A Guide for: Planning, Implementing, and Evaluating School-Community Career Resource Centers, 1977. Maryland State Department of Education, P. O. Box 8717, BWI Airport, Baltimore, Maryland 21240.

Assessing Resources: A Procedural Guide for the Resource Leader, Carolyn Burkhardt, 1977. Ohio State University, The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

This guide is intended for the resource leader, for use in directing a task force to collect information on school and community resources for career education.

Programs and Practices

Community Resources for Career Education. 11300 NE Halsey, Portland, Oregon 97220.

The Community Resource Information System provides schools and their communities with a means of coordinating community resources in a way that is beneficial to both students and participants of community groups. The Data bank and Clearinghouse materials offer ways to expand student involvement in the community without overutilizing and overtaxing the same limited number of cooperating employers and workers. The System can be adapted to the needs of both small and large school districts.

Great Falls Community Resource Center. Great Falls Public School, P. O. Box 2428, Great Falls, Montana 59403.

The Center serves as a clearinghouse for available community people who serve as resource speakers upon request by school district personnel. The Voluntary Action Center cooperates with the school district's Career Education Program in the Center's operation.

Missoula Area Resource Center. Serving Missoula Elementary School District and Missoula County High Schools, 915 S. Avenue, W., Missoula, Montana 59801.

A center that provides audio-visual materials and community speakers upon request for school district personnel.

SECTION VIII

FUNDING SOURCES

Although career education is a concept and, in essence, a different means of approaching what schools have always been doing, it is not appropriate to expect the implementation of career education to occur without some financial requirements. Following are sources of financial assistance.

Office of Career Education (U.S.O.E.). Competitive grants are available to demonstrate effective methods and techniques in career education to develop exemplary models. These funds are authorized under Section 406 of the Education Amendments of 1974.

ESEA Title IV, Part C. Authorizes incentive grants to provide funds to develop unique classroom projects; provides innovative grants for development of comprehensive projects serving high priority state-wide student needs through the use of new methods, techniques or procedures; provides exemplary demonstration grants to enable districts with successful projects to develop and maintain training capabilities for other districts wishing to adopt their exemplary projects.

National Diffusion Network. NDN funds are used to fund demonstration (exemplary) programs found in the book, Educational Programs that Work. They also provide funds to state facilitators for adoption and dissemination activities dealing with National Diffusion Network projects. The projects have been nationally certified as being successful in meeting critical student needs. There are nearly twenty such programs available for adoption in the area of career education.

Title IV, Indian Education Act (P. L. 92-318). The intent of Part A, Title IV of the Indian Education Act is to provide financial assistance to local education agencies for the development and implementation of supplementary educational programs designed to meet the special educational needs of Indian students. Funds available from this source are currently used in one Montana school district to support a comprehensive career education effort.

Career Education Incentive Act (P. L. 95-207). It is the purpose of this Act to assist states and local education agencies and institutions of post-secondary education, including collaborative arrangements with the appropriate agencies and organizations, in making education as preparation for work, and as a means of relating work values to other life roles and choices (such as family life), a major goal of all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decision-making, and planning, and to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping in such activities, including bias and stereotyping on account of race, sex, age, economic status or handicap.

Funds available under this Act may be used by local districts for comprehensive programs, including:

1. Instilling career education concepts and approaches in the classroom;
2. Developing and implementing comprehensive career guidance, counseling, placement, and follow-up services utilizing counselors, teachers, parents, and community resource personnel;
3. Developing and implementing collaborative relationships with organizations representing the handicapped, minority groups, and women and with all other elements of the community, including the use of personnel from such organizations and the community as resource persons in schools and for student field trips into that community;

4. Developing and implementing work experiences for students whose primary purpose is career exploration, if such work experiences are related to existing or potential career opportunities and do not displace other workers who perform such work;

5. Employing coordinators of career education in local educational agencies or in combinations of such agencies (but not the individual school building level);

6. Training of local career education coordinators;

7. Providing inservice education for educational personnel, especially teachers, counselors, and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education, and ways of assisting women and men to broaden their career horizons;

8. Conducting institutes for members of boards of local educational agencies, community leaders, and parents concerning the nature and goals of career education;

9. Purchasing instructional materials and supplies for career education activities;

10. Establishing and operating community career education councils;

11. Establishing and operating career education resource centers serving both students and the general public;

12. Adopting, reviewing, and revising local plans for coordinating and implementation of the comprehensive program;

13. Conducting needs assessments and evaluations.

Funds from this Act will be available on a competitive basis to local education agencies who meet the criteria contained in Section V of the State Plan on Grant Application Procedures.

PUBLICATIONS

ED122007 - "Career Education and the Future," Raymond G. Wasdyke, October, 1975.

Presents emerging trends, future outlook and legislative provisions for career education. Two basic assumptions about the year 2000 are the recognition of education as a lifelong process with open entry/exit and the disappearance of traditional distinctions between learning in a formal setting and learning in a work setting. The future will bring co-equal collaboration between education and work sectors.

ED122008 - "The Implementation and Administration of a Federal Career Education Program," Terry W. Hartle, September, 1975.

Identifies key administrative issues at federal/local levels. Contains two parts: 1) issues on the federal level that will be important to policymakers, administrators and educators; 2) issues that must be resolved at the state and local level.

"Government Resources for Career Education," Occupational Outlook Quarterly, Summer, 1977.

Availability: Occupational Outlook Quarterly
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

Lists titles and program descriptions of numerous government agencies at local, state, and federal levels which offer aid from priced publications to developmental grants for career education activities.

Ryan, Charles W. Career Education--A Handbook of Funding Resources. New York: Houghton Mifflin Company, 1974. 67 pp.

Availability: Houghton Mifflin Company
777 California Avenue
Palo Alto, California 94304

This handbook describes what career education is and discusses its role in grades K-12. Information on local, state, and federal funding is provided. Techniques for proposal preparation are listed and definite steps to follow are included. Samples and guidelines are given which would be of considerable value to program developers.

U. S. Office of Education. Catalog of Federal Education Assistance Programs: 1976. Washington, D. C.: U. S. Office of Education, 1976. 713 pp.

Availability: Superintendent of Documents
Government Printing Office
Washington, D. C. 20402
Item Number: (OE) 76-01600, S/N17-080-01575-7

Price: \$7.30

This document identifies all federal programs of education assistance, including those administered by agencies other than the Office of Education.

White, Virginia P. Grants: How to Find out About Them and What to Do Next. Washington, D. C.: Capitol Publications, 1975. 354 pp.

Availability: Capitol Publications
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D. C. 20037

Price: \$19.50 (plus \$1.50 postage) hardcover

This is a complete guide to grants, contracts, fellowships and scholarships from all sources - government, foundation, corporate, or private. It was prepared by a practicing administrator of sponsored research, and explains how to find and use funding sources of every kind.

Part one describes a wide array of grant information sources from the familiar (e.g. Commerce Business Daily) to the arcane (e.g. Catalog of Federal Domestic Assistance in magnetic tape format). It also reviews in detail the grant-making process as it is practiced in the major funding sectors. Part two comprises a step-by step description of the grant application process, paying special attention to negotiation with funding sources.

Woodbudy, Marda. A Guide to Sources of Educational Information. Washington, D. C.: Capitol Publications, Inc., 1976. 371 pp.

Availability: Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D. C. 20037

Price: \$25.00 (plus \$1.50 postage) hardcover

A comprehensive guide to more than 700 sources of information about education. It describes all kinds of information sources, including printed materials, education libraries, information centers, government agencies and the new special research services. It also devotes whole chapters to listings of information sources on funding, curriculum, legislation, tests and other special subjects.

Workshops: "New and Unusual Money Sources for School Districts"

A workshop for educators on a view of new, expanded and "obscure" funding sources in the Federal government. This series of workshops is to be held at convenient locations and times across the country, and will cover Federal funding opportunities in such areas as education of the handicapped, vocational education, programs for gifted and talented students, instructional programs, and materials developed by the Department of Defense, Veterans Administration, money to cover LEA costs of hiring and training staff as paraprofessionals and much more. New and unusual funding opportunities and free services are presented.

Registration fee: \$248.00 (includes extensive source materials and workbooks.)

For information on these workshops: Capitol Publications
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D. C. 20037

SECTION IX

AUDIO-VISUAL RESOURCES

Sound/Slide Programs

The sound/slide programs listed below are available from the Office of Public Instruction, Helena, Montana. Contact the Career Education Consultant if you wish to preview any of them.

Career Education: What It Is and How To Do It.

Developed by the Cashmere (Washington) School District, this program gives an overview of career education. Basic career education concepts and elements are defined. These elements are used as the framework for the infusion of career education concepts into the existing curriculum.

How To Involve the Community.

Developed by the Cashmere (Washington) School District, this program discusses how to effectively use the community. Illustrated are ways to utilize business, labor and industry, the professions, parents, and an advisory committee.

Translating Concepts Into Action.

Developed by the Cashmere (Washington) School District, this program concerns itself with curriculum development. It traces the steps teachers use to create career education instruction tailored to their particular classroom needs.

Sound/Filmstrip Programs

The sound/filmstrip programs listed below are available from the Office of Public Instruction. Contact the Career Education Consultant if you wish to preview any of them.

Junior High Career Center.

Developed by Thomas J. Jacobson, Ph.D., this program gives the rationale and the "how-to" for establishing a junior high school career center.

High School Career Center.

Developed by Thomas J. Jacobson, Ph.D., this program gives the rationale and the steps to take in developing a career center. Several examples of high school career centers are shown.

What Is Action Learning?

This program, prepared by the National Association of Secondary School Principals (NASSP), explains the purpose of community-based education and develops criteria to identify exemplary programs.

Taking Action.

This program, prepared by NASSP, provides advice on ways to initiate action learning in a secondary school.

Films from the Office of Public Instruction Audio-Visual Library

Four digit numbers next to titles represent catalog numbers in the state film catalog.

1. Inside/Out Series (8234+).
Thirty films dealing with the developmental concerns of elementary students. An affective approach.
2. Self-Incorporated Series (8595+).
Fifteen films presenting realistic problems encountered by early adolescents. Good for group guidance.
3. Kingdom-of-Could-Be-You Series (8639+).
A career awareness series introducing primary students to careers within fifteen occupational clusters.
4. People Who Make Things (8483).
5. Other Women, Other Work (8484).

6. To Be A Conductor (8494).
7. Decisions, Decisions (8495).
8. To Be A Performer (8497).
9. To Be A Composer (8496).
10. Movie Stuntmen (8562).
11. People Working with People (8678).
12. People Working with Things (8679).
13. People Working with Data (8680).
14. Anything They Want To Be (8721).
15. The Making of A Life TV Show (8748).
16. The Body Builders (8765).
17. Fences & Gates (8769).
18. The Climber (8771).
19. Challenge (8778).
20. Dac-I-Reactive Displays (8781).
21. Straight Talk (8785).
22. To Set the Record Straight (8806).
23. Foxfire (8299).
24. Sex Role Development (8689).
25. Just Like In School (8318).
26. Job Interview: I Guess I Got the Job (8506).
27. Free To Be You and Me: Expectations (8232).
28. I Is for Important (8724).

Mountain Bell Materials

The materials listed in this section are available from Mountain Bell.
They may be obtained by calling the Mountain Bell Media Center toll free
(1-800-332-6111).

School Programs

1. A Career is Calling.
A teacher's guide with eight spirit masters for student activities.
Includes a 27-minute film. Grades 7-12.
2. A World for Women in Engineering.
Includes student books (Book I for junior high; Book II for senior high)
and a film. Grades 7-12.
3. Anything You Want To Be.
A series of spirit masters, a leader's discussion guide, and a 28-minute
film. Grades 7-12.
4. Telezonias.
A film, filmstrips, spirit masters, wall charts and a teacher's guide.
Grades K-6.
5. New City Telephone Company.
A telephone company simulation game. Grades 7-12.

Movies

1. All in a Day's Work.
Grades 7-adult.
2. All Kinds of People.
Grades 7-adult.
3. Climber.
Grades 7-adult.

4. Connecting.
Grades 7-adult.
5. Fences and Gates.
Grades 7-adult.
6. Operator.
Grades 7-adult.
7. Portrait of Paula.
Grades 7-adult.

Speakers

Mountain Bell provides speakers to talk to classes on a variety of topics related to work, employment, and non-traditional careers. For information regarding this service, contact:

Diane Tipton
Community Relations Representative
Mountain Bell, Room 434
560 North Park Avenue
Helena, Montana 59601
Phone: 449-2386.

SECTION X

BIBLIOGRAPHY

Selected Publications on Career Education

The publications listed in this section are some of the many current sources on career education not previously cited in this directory.

Directions in Career Education. Washington, D. C.: National Institute of Education (DHEW), 1977.

This publication is a resource book for educational program planners and implementers. The book deals with some of the questions career educators usually face. It is an excellent source of information.

McClure, Larry. Career Education Survival Manual. Salt Lake City: Olympus Publishing Co., 1975.

This handbook is designed to help separate and clarify the many unfolding concepts and issues that surround career education. It is written for anyone who wants a fast, general overview of what people say career education is and how they're going about doing it.

Rural Career Guidance: Abstracts of Current Research, Materials, and Practices. 813 Airport Boulevard, Austin, Texas: National Educational Laboratory Publishers, Inc., 1978.

Current information on career education in a rural setting.

The States' Career Education Resource Guide. Missoula, Montana: National Center for Career Education, 1977.

This guide reflects the types and kinds of resources which are representative of career education in each of the states.

Career Education Resource Directory. Oklahoma City: Oklahoma State Department of Education, 1976.

This directory is a comprehensive review of resources available nationally and within the state of Oklahoma.

Idaho Career Education Program Developers' Guide to Selected Resources.
Boise: Idaho Department of Education, 1977.

This guide, prepared by the Northwest Regional Education Laboratory, is a thorough listing of career education resources.

Mangum, Garth, and others. Career Education in the Academic Classroom.
Salt Lake City: Olympus Publishing Co., 1975.

The book explores the various relationships between traditional academic disciplines and career education concepts.

Career Education Materials for Retarded Students. Portland, Oregon:
Northwest Regional Educational Laboratory, May, 1975.

Compiled with the collaboration of the Hawaii Department of Education, this guide provides materials designed to help retarded students achieve basic work and social skills.

A Career Education Primer for Educators: With a Bibliography of ERIC Career Education Literature. ERIC Clearinghouse in Career Education. Information Series No. 4, 1975.

This primer introduces career education concepts and provides a bibliography of resources from the ERIC system.

Career Education Resource Guide: Vol. I (K-6), Vol. II (7-12). College of Education, Michigan State University, East Lansing, Michigan 48824, 1975.

A catalog of commercial career education materials organized under the headings: Self-Awareness, Career Awareness, Decision Making, Planning and Placement. Entries have been evaluated by practicing teachers and counselors.

A Career Education Resource Guide. College of Education, Michigan State University, East Lansing, Michigan, 1977.

An annotated bibliography of resources organized according to career development goals, subject areas and grade levels.

EPIE Career Education *S*E*T*. New York: EPIE Institute, 1975.

Two-volume set prepared by the Educational Products Information Exchange describes how to select and evaluate instructional materials and contains analyses of seven hundred prescreened materials. To date this is the most complete and thorough review of career education instructional materials that is available.

Key Resources in Career Education: An Annotated Guide. Washington, D. C.: National Institute of Education, 1976.

This substantive guide of career education resources was produced in collaboration with the ERIC Clearinghouse in Career Education. Materials

include (1) The Why and What of Career Education, (2) Factors in Implementing Career Education, (3) Model and Program Construction, (4) Resource Guides, (5) Organizational Resources. In addition, the Guide has a unique decision-path network to help users find the most pertinent information to meet their needs.

South Dakota Career Education Project: An Annotated Bibliography of Curriculum Materials, Part I and II. 312 Heston Hall, Dakota State College, Madison, South Dakota 57042.

A state-developed compendium of national and state-developed career education materials.

Selected Sex Fair Guidance Materials

Girls at 12: Clorae and Albie. Newton, Massachusetts: Educational Development Center, Inc., 02158.

These award-winning documentary films are part of two curriculum units dealing with the role of women in American society. Together with a teacher's guide and student resource book, these films provide an opportunity to examine differing sex-role expectations and how they impact on the development of girls and boys.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington: Education and Work Group, National Institute of Education.

This publication includes a series of papers which address the problems of sex bias in career interest measures. In addition to a clear statement of the problems involved and reasons for concern, the publication also includes guidelines for assessing sex bias in career interest tests.

New Career Options for Women: A Counselor's Source Book. Los Angeles: Human Interaction Research Institute.

This publication and a companion piece entitled Women at Work: Things Are Looking Up provide solid information on changing stereotypic attitudes, teaching decision-making and problem-solving skills and improving counseling techniques and strategies.

Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Publications, 55 Wheeler Street.

This multimedia package is geared to help staff become sensitized to sex bias and learn to eliminate it in career guidance activities with students. The Package can be used for teacher or counselor in-service or may be self-administered.

Career Education Resources Available from the Office of Public InstructionOffice of Career Education Monographs

1. The Reserve Army of the Underemployed
2. Application of the Concept of Career Education to Higher Education: An Idealistic Model
3. The Liberal Arts and Career Education: A Look at the Past and the Future
4. Career Education and Human Services
5. The School Counselor and Career Education
6. Perspectives on the Problem of Evaluation in Career Education
7. Community Resources for Career Education
8. Conditions in Education Calling for Reform: An Analysis
9. Relationships Between Career Education and Vocational Education
10. K-12 Classroom Teachers and Career Education: The Beautiful People
11. Career Education and Vocational Education: Similarities and Contrasts
12. Career Education and the Business-Labor-Industry Community
13. Refining the Career Education Concept
14. Career Education for Special Populations
15. Teachers and Career Education
16. Career Education and the Meanings of Work
17. The Professional Education of Human Services Personnel
18. Baby Boom Equals Career Bust
19. Career Education and Minorities
20. A Primer for Career Education

National Advisory Council for Career Education Publications

1. An Examination of the Definitions and Concepts of Career Education
2. Career Education of Adults
3. Career Education Update (Sidney P. Marland)
4. The Efficacy of Career Education
5. Two Studies on the Role of Business and Industry and Labor Participation in Career Education
6. Next Steps in Career Education
7. 1976 Interim Report of the National Advisory Council for Career Education
8. The Current State of Career Education at the Postsecondary Level
9. The Emerging History of Career Education: A Summary View
10. Masters of Reality: Certificate or Performance?
11. Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs
12. Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs
13. Career Development Needs of Seventeen-Year Olds: How to Improve Career Development Programs

Other

1. Career Education in the Public Schools 1974-75: A National Survey
2. Career Education Mini-Conferences
3. A Functional Guide to Evaluating Career Education
4. Integrating Career Education into Teacher Preparation
5. Career Education and Basic Academic Achievement--A Descriptive Analysis of the Research
6. An Introduction to Career Education--A Policy Paper of the U. S. Office of Education
7. Report on Commissioner's National Conference on Career Education
8. National School Boards Association Research Report 1977-78; Career Education

